**CR B30.1 View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address identity, social responsibility, and social action:**

* I can **view** a variety of grade-appropriate international and indigenous texts that address identity, social responsibility, and social action.
* I can **listen to** a variety of grade-appropriate international and indigenous texts that address identity, social responsibility, and social action.
* I can **read** a variety of grade-appropriate international and indigenous texts that address identity, social responsibility, and social action.
* I can **comprehend** a variety of grade-appropriate international and indigenous texts that address identity, social responsibility, and social action.
* I can **respond** a variety of grade-appropriate international and indigenous texts that address identity, social responsibility, and social action.

**CR B30.2 View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power.**

* I can **view** a variety of visual and multimedia texts by international and indigenous artists and authors from various cultural communities and identify how the texts address beliefs, values and power.
  + What is the text representing?
  + How was the text constructed?
  + What is the author’s intent?
  + Who is the intended audiences and points of view?
  + What is the historical context and its impact?
  + What are the implied messages?
  + What are the assumptions, interests, beliefs, and values embedded?
  + What is the credibility and purpose of the author?
  + What is the artist’s/author’s tone, attitude and bias?
  + How does the text use argument, images, placement, and/or music for effect and impact?
  + What persuasive techniques including emotion and propaganda are used?
* I can **comprehend** a variety of visual and multimedia texts by international and indigenous artists and authors from various cultural communities and identify how the texts address beliefs, values and power.
  + Deliberately and use effectively a variety of before, during, and after strategies to construct and confirm meaning.
* I can **evaluate critically a** variety of visual and multimedia texts by international and indigenous artists and authors from various cultural communities and identify how the texts address beliefs, values and power.
  + Identify characteristics, conventions, and/or techniques used in a variety of media forms, and explain how they shape content, convey meaning, and influence their audience(s).
  + Identify the perspectives and/or biases evident in visual and multimedia texts and comment on questions the texts may raise about beliefs, values, and power.

**CR B30.3 Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers, and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.**

* I can **listen** **to** grade-appropriate informational and literary texts created by international, including indigenous, speakers, and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.
  + What is the speaker’s message?
  + What is the thesis of a speech and what determines the essential elements that support it?
  + What is the overall plan or organization including transitional expressions?
* I can **comprehend** grade-appropriate informational and literary texts created by international, including indigenous, speakers, and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.
  + Deliberately and use effectively a variety of before, during, and after strategies to construct and confirm meaning.
  + Use effective note making strategies and a variety of written or graphic forms to organize and share ideas acquired
* I can **listen critically** a grade-appropriate informational and literary texts created by international, including indigenous, speakers, and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.
  + What are the distractions and recognize factors that interfere with effective listening, including biases?
  + What are the explicit and implicit messages/concepts, viewpoints, values, theme, and tone?
  + What is the difference between emotional and reasoned argument?
  + What are the facts and the arguments which identify fallacies?
  + What are key allusions and symbols?
  + What is the effect of artistic elements (imagery, language, character development) within texts?

**CR B30.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures, and analyze the philosophical, ethical, and social influences that have shaped information, issues, character, plots, and themes.**

* I can a **read** a range of contemporary and classical grade-appropriate informational and literary texts from various international, including indigenous, cultures, and analyze the philosophical, ethical, and social influences that have shaped information, issues, character, plots, and themes.
  + I can read silently with comprehension for a sustained period of time.
* I can **demonstrate comprehension** of a range of contemporary and classical grade-appropriate informational and literary texts from various international, including indigenous, cultures, and analyze the philosophical, ethical, and social influences that have shaped information, issues, character, plots, and themes.
  + Deliberately and use effectively a variety of before, during, and after strategies to construct and confirm meaning.
  + Use language cues and conventions to construct and confirm meaning.
  + Use note making and outlining to better understand texts.
* I can **demonstrate critical reading behaviours** to analyze meanings, ideas, language, and literary quality in a range of contemporary and historical texts.
  + Can I establish a purpose for reading such as to learn, interpret, and enjoy?
  + Can I skim, scan, and read closely?
  + Can I identify the main ideas and supporting details of informational texts?
  + Can I identify and analyze explicit and implicit messages, viewpoints, and concepts?
  + Can I analyze the ways in which a text’s organizational structure and elements support or confound its purpose?
  + Can I identify and analyze persuasive techniques?
  + Can I evaluate the accuracy (differentiate fact from opinion) and usefulness of information presented?
  + Can I differentiate between literal and figurative statements and recognize satire, parody, and irony?
  + Can I interpret allusions and symbols and symbolic patterns in literary texts?
  + Can I use knowledge from texts as a basis to understand self and society by using literary texts for understanding individual and social issues?

**CC B30.1 Create a range of visual, multimedia, oral, and written texts that explore identity, social responsibility, and social action.**

* I can **create visual texts** that explore identity, social responsibility, and social action.
* I can **create multimedia texts** that explore identity, social responsibility, and social action.
* I can **create oral texts** that explore identity, social responsibility, and social action.
* I can **create written texts** that explore identity, social responsibility, and social action.

**Before I can create, I need to research a global social issue and share with others about the issue.**

* Have I considered my own and others’ expertise and knowledge to explore the breadth and depth of knowledge?
* Have I formulated an inquiry or research question?
* Have I selected inquiry strategies to plan according to needs? (audience, purpose, context, parameters, time)
* Have I used technology as a tool to research, organize, evaluated, and communicate information, and demonstrated a fundamental understanding of the ethical and legal issues surrounding the access and use of information?
* Have I evaluated and selected ideas appropriate for audience, purpose, and perspective or focus?
* Have I identified, examined, and evaluated diverse credible sources for authenticity, accuracy, and bias?
* Have I properly cited and sourced the accurate and reliable information chosen?
* Have I synthesized the information, ideas, and perspectives?

**CC B30.2 Create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner.**

* I can **create a visual** **or multimedia presentation** that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner.
  + Does my presentation exhibiting logical structures appropriate to audience, purpose, and context?
  + Does my presentation have a central foci and strong messages?
  + Does my presentation organize ideas in logical and appropriate sequences?
  + Does my presentation include smooth transitions?
  + Does my presentation use a variety of forms and technologies such as sound, photographs, and models to understand how ideas are communicated through elements of design and principles of design?
  + Does my presentation provide logical and convincing conclusions?
  + Did I use appropriate before, during, and after strategies to communicate meaning when representing?
* I can **persuade** others about a global social issue through a multimedia presentation that persuades them to act on the issue in a responsible manner.
  + Can I identify and establish that a problem exists?
  + What are the causes of the problem? Why is there a problem?
  + What are the solutions? What is the best solution?
  + Can I persuade an audience to implement the solution?
  + Can I choose an appropriate media form to suit the presentation and explain why?

**CC B30.3 Create and defend an informed critical response to a global issue in formal (including a workshop presentation, a debate, and an oral reading of poetry or a prose passage related to the issue) and informal (including discussion and collaborative group work) situations.**

* Can I function both as a group and a group leader, and demonstrate effective group interaction skills and strategies?
* Can I create and present oral presentations?
* Can I plan and lead a workshop/seminar presentation?
* Can I prepare and participate in a debate?
* Can I demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to and respect for cultural differences?

**CC B30.4 Create a variety of written communications using various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, informative, and/or descriptive texts.**

* Can I create a variety of written communications using various elements of discourse when using different forms of writing?
* Can I write a position paper?
* Can I write a comparative essay?
* Can I write a letter of inquiry?
* Can I write a story or essay using parody, satire, and/or irony?
* Can I write a critique of an author’s style?
* Can I experiment with different forms and formats and techniques, and explain their appeal?

**AR B30.1 Assess own work for precision, clarity, and artistry.**

* I can **review and analyze my own work** for content, organization, delivery, audience response, and style.
* I can **identify skills and strategies to use** for viewing, listening, reading, representing, speaking, and writing in order to improve communication.
* I can **select a range of products** that clearly reflect own growth as a communicator, and explain the reasons for choices.
* I can **assess the effect of new understandings and strategies** on self and others.

**AR B30.2 Reflect on and assess understanding of self as a self-directed, self-appraising, and strategic learner.**

* I can **reflect on my own personal growth** and successes in language learning.
* I can **consider the role and importance of language learning** when developing goals and plans to improve.
* I can **select a range of products** that clearly reflect own growth as a communicator, and explain the reasons for choices.
* I can **demonstrate that I am self-directed**, curious about ways to improve, self-assess my own work effectively, and be an open-minded learner.